

Revised Knowledge and Skill Areas Assessed on Tests 1-3 of the (Bilingual) Crosscultural, Language and Academic Development (CLAD/BCLAD) Examinations

In 1998, a Task Force consisting of California educators with extensive experience and expertise in the education of limited-English-proficient students reviewed the knowledge and skill areas assessed on CLAD/BCLAD Tests 1-3. The Task Force concluded that every one of the 28 knowledge and skill areas assessed on those tests (a) has a sufficient underlying knowledge base and (b) is important for job performance. The Task Force recommended, and the Commission adopted, modifications to the knowledge and skill areas. In most cases, the modifications were elaborations for clarity or to provide additional information about the knowledge and skill area. These modifications will have no effect on the content tested. Thirteen knowledge and skill areas were modified by the addition and/or deletion of content. The content changes (summarized in Coded Correspondence 00-0017) will be effective with the February 2001 test date. Further information about the changes to the CLAD/BCLAD Examination program may also be found in Coded Correspondence 00-0017.

Following is the complete (modified) set of knowledge and skill areas assessed on the CLAD/BCLAD Examinations.

TEST 1: LANGUAGE STRUCTURE AND FIRST- AND SECOND-LANGUAGE DEVELOPMENT

- 1. The sound systems of language (phonology), word formation (morphology), and syntax.**
Includes topics such as the structure of English, and universals and differences among languages.
- 2. Word meaning (semantics) and language in context.**
Includes topics such as semantic features and how context affects meaning.
- 3. Oral discourse, written discourse, and language variation.**
Includes topics such as the relationship between oral and written discourse, and language variation both over time and within a language at a given time.
- 4. Theories and models of language, both historical and current, that have implications for second-language development and pedagogy.**
Includes topics such as behaviorism, cognitivism, and constructivism.
- 5. Pedagogical factors affecting first- and second-language development.**
Includes topics such as learning/acquisition (formal/informal), input/intake/output, natural order, monitor and communicative competence.
- 6. Affective factors affecting first- and second-language development.**
Includes topics such as motivation, attitudes, anxiety, and self-esteem.
- 7. Cognitive factors affecting first- and second-language development.**
Includes topics such as cognitive/academic language proficiency, zone of proximal development, issues related to interlanguage, and types of bilingualism/biliteracy and their related academic outcomes.

8. Sociocultural and political factors affecting first- and second-language development.

Includes topics such as dialects and standard languages, the implications of the differential status of languages and dialects, value systems, acculturation patterns, language environment, and language policy (e.g., official languages).

TEST 2: METHODOLOGY OF BILINGUAL, ENGLISH LANGUAGE DEVELOPMENT, AND CONTENT INSTRUCTION

1. Foundations of bilingual education.

Includes topics such as the historical development and legal evolution of bilingual education, including empowerment/deficit issues (e.g., underachievement, special education placement, retention/promotion, segregation, parent and community participation, and creating a positive affective environment that values cultural and linguistic diversity).

2. Programs for first- and second-language development.

Includes topics such as philosophy/assumptions, goals, language components, class composition, program length, and exit criteria of (a) bilingual/biliteracy programs for language minority and/or language majority students (maintenance programs, two-way dual language programs, heritage language programs, and immersion programs for language majority students), (b) English-based programs that include L1 instruction for language minority students (transitional/developmental bilingual programs) or L2 instruction for language majority students, and (c) English-only programs for language minority students (submersion, with or without ESL/ELD, and structured immersion); program effectiveness; and placement of students in instructional settings/programs.

3. Instructional strategies.

Includes topics such as language management (use of L1 and L2); classroom organization (grouping, teacher- vs. student-centered activities, and dual language); and strategies for team teaching, peer tutoring, and working with paraprofessionals (planning time, articulation, and evaluation).

4. Instructional delivery for both English language development (ELD) and specially designed academic instruction delivered in English (SDAIE).

Includes topics such as comprehensible input (contextualizing language; language modification without simplification; paraphrase and repetition; and use of media, realia, manipulatives, and other modalities), comprehension checks, appropriate questioning strategies (e.g., wait time, framing questions, and how students are selected to respond), treatment of errors, treatment of grammar, making learning strategies explicit for students, and selection of materials.

5. Language and content area assessment.

Includes topics such as purpose, methods, state mandates, limitations of assessment, reliability, and validity.

6. Instruction with a focus on English language development: ESL methods.

Includes topics such as Total Physical Response, Natural Approach, Communicative Approach, constructivist approaches, content-based approaches (e.g., content-based ESL), and less-effective methods and approaches.

- 7. Instruction with a focus on English language development: Listening and speaking.**
Includes topics such as discourse strategies (e.g., markers, organization, and tone) and strategies to maximize students' comprehensibility (clarification checks; pacing; alternate vocabulary, structure, and sounds; and making speech intelligible).
- 8. Instruction with a focus on English language development: Literacy.**
Includes topics such as comprehensive and integrated approaches to reading that include phonemic awareness, phonics, controlled reading/composition, and comprehension skills, and topics such as literature-rich instruction, language experience, writing as a process, writers' workshop, discourse strategies (e.g., genre, audience, and schema), transfer of L1 literacy (e.g., orthography, rhetorical structures, and discourse strategies), and absence of L1 literacy.
- 9. Instruction with a focus on content area instruction (specially designed academic instruction delivered in English): Goals.**
Includes topics such as providing comprehensible grade-level instruction in all curricular areas (with emphasis on the core curriculum) and fostering English language development including the development of students' academic language.
- 10. Instruction with a focus on content area instruction (specially designed academic instruction delivered in English): Planning.**
Includes topics such as incorporation of students' background knowledge and experiences; use of an additive cultural approach in selecting, adapting, and sequencing materials; selection of activities and strategies that are appropriate to students' developing language abilities, including use of L1; selection of activities and strategies that allow students to demonstrate achievement in a variety of ways; selection of activities and strategies for developing students' academic language; selection and contextualization of key concepts and of language that encodes those concepts; and incorporation of primary-language resources.
- 11. Instruction with a focus on content area instruction (specially designed academic instruction delivered in English): Grouping Students and Use of L1 and L2.**
Includes topics such as the grouping of students for special purposes (empowerment, self-esteem, access to content, socialization, academic achievement, development of critical thinking skills, and language development) and the use of L1 and L2 (introduction of new concepts, allowing students to express meaning in a variety of ways, and primary-language support).

TEST 3: CULTURE AND CULTURAL DIVERSITY

NOTE: The knowledge/skill areas assessed on Test 3 do not focus on any specific cultural group.

1. The nature of culture.

Includes topics such as definitions of culture, and perspectives on concepts such as cultural relativism, cultural universalism, intragroup and intergroup differences, the impact of geography on cultural forms and practices, and cultural congruence.

2. The content of culture.

Includes topics such as values, beliefs, and expectations; roles and status; family structure, function, and socialization; humanities and the arts; and communication and communication systems.

3. Crosscultural contact and interactions.

Includes topics such as processes of cultural contact (e.g., assimilation, accommodation, and biculturalism), pluralism and multiculturalism, racism, the dynamics of prejudice, and the use of group generalizations without stereotyping.

4. Cultural diversity in the United States and California: Historical and contemporary perspectives.

Includes topics such as historical and contemporary relationships of cultural diversity to education (including issues of power and status) and demographic trends (nature and impact).

5. Cultural diversity in the United States and California: Migration and immigration.

Includes topics such as characteristics of migrants and immigrants (who, origins, and destinations), causes of migration and immigration (push/pull factors), immigration law and policy, legal status of immigrants (e.g., documented, undocumented, and refugee), support networks available to migrants and immigrants (formal and informal), and the relationships of immigrants to their nations of origin.

6. Strategies for learning about diverse student cultures and experiences.

Includes topics such as techniques (e.g., observations, home visits, interviews, and informal conversations) and sources (e.g., students, parents, community, and written and oral histories) for learning about students.

7. Providing culturally inclusive instruction: Classroom organization and interactions.

Includes culturally influenced dimensions of topics such as organizing instruction (e.g., grouping strategies and cooperative learning), teacher expectations and student performance, teacher-student interactions (e.g., learning and teaching styles), facilitating positive interactions among culturally diverse students, and addressing conflict and culturally insensitive behavior.

8. Providing culturally inclusive instruction: Curriculum and instructional strategies.

Includes culturally influenced dimensions of topics such as developing inclusive curricula, promoting achievement for all students, using diversity to enhance instruction, and adapting instruction to meet diverse needs.

9. Providing culturally inclusive instruction: Roles of families and community resources.

Includes culturally influenced dimensions of topics such as communicating with parents/families, promoting parent/family involvement in learning, and using community resources to enhance instruction.